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ABSTRACT

The Michigan State Board of Education does not believe that Federal court intervention is necessarily the best avenue for achieving integration. It therefore recommends additional State actions to avoid further Federal court involvement in racially isolated school districts. The Board has proposed suggested guidelines for use by local school officials in determining whether any schools in their districts are racially isolated. Four sections are included in the guidelines: (1) racial composition in Michigan public schools; (2) principles of integrated education; (3) criteria for determining the existence of racial isolation within a school district; and (4) procedures for integration. (Author/RLV)

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Guidelines for Providing Integrated Education Within School Districts

Michigan
Department of Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The State of Michigan, by its Constitutional provisions (Article VIII, Section 2), prohibits discrimination on the basis of race or color in the public schools. Parents, teachers, administrators, and school board members at the local educational level are often caught in the emotional cross currents that flow from desegregation efforts. They face conflicting interpretations of the laws and varying degrees of enforcing the law. As events of recent years have revealed, the complexities of eliminating and preventing segregation have increased, necessitating further clarification and expansion of the Michigan State Board of Education's position on equal educational opportunity and, specifically, integrated education.

The concept of equal educational opportunity encompasses many factors, integrated education being one of them. Other factors include equitable financing, professional development, and eliminating and preventing discrimination based on national origin or ancestry, sex, language differences, age, handicap, and socio-economic status.

Thus, in its continuing role to improve education in Michigan, the State Board of Education is issuing this document updating existing policy and establishing new guidelines. "A Policy Statement and Guidelines for Providing Integrated Education Within School Districts" is one in a series of position statements and guidelines on equal educational opportunity.

Essentially, the task of ensuring equal educational opportunity for all Michigan students by eliminating and preventing segregation is being approached from five vantage points: 1) A Policy Statement outlining the conceptual foundation of integrated education and Guidelines for Providing Integrated Education Within School Districts; 2) Proposed Guidelines for Providing Integrated Education Through Voluntary Inter-District Exchange of Students; 3) Proposed Guidelines for Multicultural Education; 4) Establishment of an Equal Educational Opportunity Advisory Council to the State Board of Education; and 5) Proposed legislation to create community advisory councils to ensure cooperation and harmony during the desegregation-integration process.

The State Board of Education views the adoption of this document and the implementation of these guidelines by all affected school districts as one more positive step in ensuring equal educational opportunity for all students in Michigan.

June, 1977

John W. Porter

background

BACKGROUND

Remedies based on the Supreme Court's decision *(Brown v Topeka Board of Education)* on public school segregation seemed relatively clear and simple in 1954. Yet, in 1977, school districts across the country continue to seek effective resolutions to the problems of educational inequality. While the federal courts continue to seek just solutions, it is imperative that the states, too, take all possible measures necessary to provide effective channels for achieving equal educational opportunity.*

The report of The Select Committee on Equal Educational Opportunity of the United States Senate provided some understanding of necessary measures in 1972 when it stated:

> It is among our principal conclusions — as a result of more than two years of intensive study — that quality integrated education is one of the most promising educational policies that this nation and its school systems can pursue if we are to fulfill our commitment to equality of opportunity for our children. Indeed, it is essential, if we are to become a united society which is free of racial prejudice and discrimination.[1]

The State Board of Education endorses the belief that

A. It is unlikely that any child can be expected to succeed in life if the education he is offered is not equal to that generally available. Such an educational opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.[2]

B. Equal educational opportunity is being provided when:[3]

   1. Individuals of different races receive equal educational opportunities
   2. Individuals of different economic status receive equal educational opportunities.

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*Equal educational opportunity is the opportunity for an education where the state has undertaken to provide it, which must be made available to all on equal terms.

3. Individuals in different geographic locations throughout the state receive equal educational opportunities.
4. Persons of similar abilities receive equal assistance in developing those abilities.
5. Continuing efforts are made both to identify the essential features of integrated education* and to provide them to all persons with fairness.
6. All students experience effective teaching and enjoy adequate educational resources.

C. Equal educational opportunity (in terms of the outcome of formal schooling) is achieved when representative individuals with similar abilities making similar choices within each group in society have the same chance to participate and succeed in life's activities.[4]

There is evidence which indicates that integrated education as outlined in a U.S. Senate report benefits the students involved.[5] The State Board believes that integrated education:

A. Provides students increased equality of access to educational resources and to the conditions for improved academic achievement.[6]

B. Provides students an opportunity to learn how to function effectively in multicultural educational** settings and to develop positive attitudes toward interracial contact.[7]

C. Leads to the re-examination of educational policies and enhances the probability of the adoption of practices that increase the quality of educational resources and programs.[8]

If Michigan is to achieve equal educational opportunity, each arm of the educational community — educational agencies and their governing boards, teachers and support staff, parents, students, and citizens in the community, along with each unit of the Michigan Department of Education — must act with commitment and dedication as one body.

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*Integrated education is a condition that exists when the learning environment is characterized by mutual cultural respect, interracial acceptance, and a curriculum and staff that are responsive to educational needs of all participants; and when the activities, policies, and practices of an educational institution coherently reflect the needs and concerns of its racial-ethnic composition.

**Multicultural education is education that: 1) acknowledges cultural diversity as a fact of life in the United States; 2) affirms that cultural diversity represents a valuable resource which should be preserved and utilized; 3) values diversity and rejects any condescension of cultural differences; 4) views cultural differences as a positive and vital force in the continued develoment of any society which professes respect for the intrinsic worth of the individual.

history

SOME HISTORICAL PERSPECTIVES

In a series of cases following the Supreme Court's 1954 decision that "separate educational facilities are inherently unequal,"[9] the court elaborated upon this finding and imposed altered settings* on school districts found to have *de jure*** segregated schools. The courts have widely concluded that the resolution of problems associated with educational inequality must be approached, first through an attack upon segregation in public education.[10]

In 1963, the new Constitution of the State of Michigan gave the State Board of Education the authority for leadership and supervision of Michigan education. Since its inception in 1965, the State Board has attempted to live up to its leadership role, in part through its declarations of support of the concept of equal educational opportunity.

In 1966, the State Board of Education joined with the Michigan Civil Rights Commission in adopting a policy on "Equality of Educational Opportunity."[11] (See Appendix 1)

As a consequence of this joint policy statement, the Department of Education began to focus on two new objectives: (1) identifying the extent of racial isolation*** in Michigan public schools; and (2) providing technical assistance to local school authorities in reducing or eliminating racial isolation. At the same time, the State Board of Education directed local boards to consider racial balance along with other educational objectives when making school decisions in order that segregation be eliminated.

In 1967, pursuant to the joint policy statement, the State Board established the Office of Equal Educational Opportunity. This office was

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*Altered settings, commonly described as the desegregation process, is when the affirmative act of a school authority brings about the elimination and prevention of racial segregation with respect to all schools, and in all grades and departments, and in the employment and assignment of teaching and non-teaching personnel in that district.

***De jure* segregation is the result of governmental action. (*De facto* segregation is the concentration of racial minority students caused by such circumstances as housing patterns and job availability.)

***Racial isolation is a condition existing when the proportion of minority students or staff in a school fails to reflect the proportions of such students and staff in the district as a whole.

given staff responsibility for conducting and supervising departmental efforts to achieve equal educational opportunity in Michigan schools. Since 1967, the Office has been funded principally through monies granted by the U.S. Office of Education to provide assistance to local school districts in resolving problems related to integration matters.

Between the spring of 1967, when the staff of the Office of Equal Educational Opportunity was first assigned to implement the joint policy statement, and the spring of 1970, efforts to eliminate racial isolation in Michigan school districts and to provide equal education for all students were based upon State Board policy which encourages local school officials to voluntarily exercise initiative without state guidelines. A review of this policy in 1970 led the Superintendent of Public Instruction to conclude that, in most instances, the policy had not produced satisfactory results.

As a result, the staff of the Michigan Department of Education in 1970 re-evaluated the kind of activities it should undertake in light of existing Board policies. Consequently, for the past several years, the staff of the Michigan Department of Education has undertaken the development of state guidelines for the various requirements of equal educational opportunity, including within-school-district integration.

In May, 1970, the State Board of Education issued another statement on school integration, which called for means to ensure both the quality and equality of educational opportunity (See Appendix II). The statement reads in part:

> The path to equality of educational opportunity is neither smooth nor precisely marked, and merely assigning students to different schools in an effort to bring about racial balance in those schools will be a meaningless gesture unless immediate steps are taken to provide additional services and improved programs to assure a balanced and quality educational attainment as well as a balanced racial composition. Unless this factor is given top priority, school districts addressing themselves to racial integration simply by providing racial balance can probably expect increased rather than decreased tensions.[12]

In the fall of 1970, the State Board appointed an advisory committee charged with the task of identifying the goals for improving the educational system. Among the goals identified and adopted was one termed "Citizenship and Social Responsibility," which states in part:

> Michigan education must assure the development of mature and responsible citizens, with the full sense of social awareness and

> moral and ethical values needed in a heterogeneous society . . . It must create within the school system an atmosphere of social justice, responsibility, and equality which will enable students to carry a positive and constructive attitude about human differences and similarities into their working or community relationships in later life. The schools should provide various learning experiences involving students from different racial, religious, economic and ethnic groups; accordingly, Michigan education should move toward integrated schools which provide an optimum environment for quality education.[13]

In addition to the concern for teaching citizenship and social responsiblity, it has been the experience in Michigan and elsewhere that many racial minority students do not perform on achievement tests at a level sufficient to conclude that they are acquiring the needed academic skills. The State Board of Education made "Equality of Educational Opportunity" one of the *Common Goals of Michigan Education*. That goal reads:

> Michigan education must ensure that its processes and activities are so structured as to provide equality of educational opportunity for all and to assure that there is no institutionalized oppression of any group, such as racism where it exists. It must also provide for an educational environment conducive to learning. The system must assure that all aspects of the school program — including such matters as educational goals, organization of schools, courses, instructional materials, activities, treatment of students, attitudes, and student and community representation — give full cognizance and proper weight to the contributions and participation of all groups within its structure. The school climate should accommodate the diverse values of our society and make constructive use of these values for the betterment of society.[14]

This goal serves as a statement of broad direction and general purpose for the State Board, the Department of Education, and all Michigan schools. All Department service areas and program units have been directed to develop their objectives and activities to reflect movement toward this goal as well as toward the other common goals of Michigan education.

policy statement

NEW PERSPECTIVES ON ACHIEVING INTEGRATED SCHOOLS

The State Board of Education does not believe that federal court intervention is necessarily the best avenue for achieving integration in Michigan schools. It therefore recognizes that additional state actions are needed if there is to be an avoidance of further federal court involvement in the racially isolated school districts.*

Recent federal court decisions affecting the Detroit, Pontiac, Kalamazoo, and Lansing school districts have seen the doctrine of the Brown decision applied to Michigan more than to any other northern state.[15]

It is for these reasons that the State Board is proposing the following Guidelines for Providing Integrated Education Within School Districts.** These state guidelines have been prepared consistent with the policy of the State Board which reads:

> It is the declared policy of the Michigan State Board of Education that in all programs administered supervised or controlled by the Department of Education, every effort shall be made to prevent and eliminate segregation, promote integration, provide quality integrated education, and assure equal educational opportunities for all children, youth, and adults.[16]

*See Part I (p. 9), Criteria for Determining the Existence of Racial Isolation Within a School District

**In those districts implementing court or government agency ordered desegregation plans, and where such plans would warrant administrative measures other than these enumerated herein, the State Board of Education would support the implementation of those measures provided that such measures prevent further racial segregation.

implementation

IMPLEMENTING THE POLICY STATEMENT ON INTEGRATED EDUCATION WITHIN SCHOOL DISTRICTS

These guidelines — which are consistent with previous definitions, rationale, criteria for action, and planning directions — are intended as an aid to all schools dealing with racial identifiability. Specifically, they are suggested for use by local school officials in determining whether any schools in their district are racially isolated.

A. RACIAL COMPOSITION IN MICHIGAN PUBLIC SCHOOLS

From the data available, it is clear that most racial segregation is found in urban school districts, and that the trend is toward greater racial segregation rather than toward more integrated settings. Information derived from the annual Michigan Department of Education Racial-Ethnic Census shows that in 1976-77 Michigan's public school population totaled two million pupils. Of these pupils

1,666,004 or 81.6% were White
313,913 or 15.4% were Black
32,709 or 1.6% were Latino
21,571 or 1.1% were American Indian
8,416 or 0.4% were Asian American

In addition

— Only 16% of Michigan public school non-minority students attend schools where there are more than 5% Black students.

— More than half of the public school buildings in Michigan (2,337) have very few minority students (less than 5%) in their student bodies.

— In the state's fourteen metropolitan core cities,[18] which enroll 465,306 students, 60% of that number are minorities.

— There are 207 public school buildings in the state whose student enrollment is 95% or more minority.

— Over 69% of the minority students, some 261,378, attend schools whose student enrollment is 50% of more minority. When this data is examined by grade level, it is seen that the minority elementary students are the most isolated, with 71.3% of all minority elementary students attending this type of school. Corresponding percentages for junior high and senior high minority students are 69.0% and 66.1%, respectively.

B. PRINCIPLES OF INTEGRATED EDUCATION

Five principles underlie the preparation of these guidelines. It should be noted that under the laws and Constitution of the State of Michigan the ultimate responsibility for providing educational opportunity belongs to the State Legislature. The State Board of Education has the responsibility for leadership and general supervision over all public education, but the policy of the state has been to delegate to local boards of education the responsibility for operating the schools in a manner designed to provide such opportunities. These principles are:

1. Integrated education is a national concern, a state responsibility, and a local function. For this reason, it is State Board of Education policy that all local boards of education should take steps to prevent and eliminate racial segregation.
2. Integrated education should benefit both non-minority and minority students. Integrated learning experiences should provide all students with the opportunity to learn and grow in an environment which reflects positively the various cultural and ethnic backgrounds.[19]
3. Integrated education should include all those factors of school operation that lend themselves to a better understanding of multicultural concepts. These factors include: curriculum matters, non-tracking of students, materials selection and use, staffing practices, community involvement, and student extracurricular activities.
4. Integrated education efforts in each school district should revolve around (a) pupil assignment practices which eliminate racial isolation, (b) equitable hiring and assignment of faculty and staff, and (c) other school practices that foster and promote segregation based on race or national origin.
5. In addition to pupil integration, school districts should develop and

implement programs characteristic of integrated education designed to lead to improved levels of academic achievement[20] and humanistic understanding.

C. CRITERIA FOR DETERMINING THE EXISTENCE OF RACIAL ISOLATION WITHIN A SCHOOL DISTRICT

The following criteria are to be used in determining the existence of racial isolation within a school district. Racial isolation is a condition existing when the racial composition of students in any building fails to reflect the racial composition of students for the entire district. Care should be taken to ensure, even in districts with low percentages of minority students, that no schools are racially identifiable. The State Board of Education will consider racial isolation to exist in a school district when either one of the following occurs:

1. The percentage of the student enrollment in any individual racial category* for any one building varies more than 15 percent above or below the student percentage for that racial category in the district as a whole. Separate percentages must be computed for elementary and secondary buildings.
2. The racial composition of staff in a single building varies more than 125 percent above or 75 percent below the racial category* percentages of the faculty in the district as a whole.

The racial composition of staff within school buildings should approximate the ratio of the entire school system. Faculty asignment should not result in making a building racially identifiable. Moreover, the school district, through its employment policies, practices, and procedures, should seek and employ personnel for all of its diverse activities and at all of its facilities by administering every phase of its recruitment and employment program with the intent and spirit of providing integrated education and equal educational opportunity.

D. PROCEDURES FOR INTEGRATION

1. *School District Reports*
   The Fourth Friday Membership Count, already in existence, provides racial counts of students and staff by building and district.

*Racial categories include Blacks, Latinos, American Indians, Asian Americans, and Whites.

The State Board of Education may request local school districts to submit additional data relevant to the presence and extent of racial isolation.

2. *Review and Findings*
   The Superintendent of Public Instruction shall review this information for the purpose of determining the extent of racial isolation within each district. Where it has been determined that a school in a district is racially isolated, the Superintendent of Public Instruction shall notify, in writing, the school board having jurisdiction over that district. This notification will include, in detail, the indicators used to arrive at the determination of racial isolation.

3. *Development of a Plan*
   Any local board receiving such notification may prepare a plan designed to correct the specified deficiencies and achieve conformity with the principles of integration as outlined in this section. Any affected local school district choosing not to develop a plan should submit to the Michigan Department of Education a rationale for such a decision.

4. *Community Involvement*
   In the preparation of a plan, the local board should inform parents and other citizens of the criteria for a plan. Local boards may appoint a district-wide advisory committee that reflects the racial and ethnic makeup of the district and a wide range of interest groups in the community.

   Groups that should be represented on such a committee include, but are not limited to, student organizations, parent groups, civic and business leaders, social welfare agencies, religious groups, and organizations from labor and industry.

   The advisory committee should: (a) provide input to local district decision-making relative to integration planning, (b) provide a liaison between school officials and the community, and (c) develop a positive response in the community toward the concept of integration.

5. *State General Assistance*
   A school board that has been notified that its school district is racially isolated may request in writing that the Department of Education's Equal Educational Opportunity Unit provide general assistance. Following receipt of such a written request, the Equal Educational Opportunity Unit will make such assistance available.

6. *Submission and Content of Plan*
   Within 90 days (school days) of notification, the local board should submit to the State Board of Education a plan to correct the problem of racial isolation. Each plan should contain: (a) an explicit commitment by the school board to fulfill the criteria set forth in these guidelines; (b) a detailed description of the action to be taken to correct each specified deficiency, together with a rationale for each action and its intended effect; and (c) a timetable showing specific actions proposed in the plan and dates of initial implementation and completion.

   Plans should give information on each of the following items that are appropriate to the particular situation: (a) proposed changes in existing school attendance areas which will include policies pertaining to feeder patterns, attendance boundaries and overcrowding; (b) location of proposed school sites; (c) capacity, age, location, and adequacy of all school facilities; (d) projected additions to existing school buildings, (e) projected faculty and staff assignments by school, position, and race; (f) if necessary, affirmative action plans which would change the racial composition of staff in the district to reflect the racial composition of students; (g) proposed student enrollments by school, grades, and race for a two-year period; (h) curricular and extracurricular offerings in each school and degree of minority student participation; (i) projected transportation needs and resources; (j) past efforts to eliminate the racial isolation of students; (k) per pupil expenditure by building; (l) pupil performance by building; (m) minority parent participation in community advisory groups; (n) disparity in facilities, curriculum, and teaching methods; (o) disparity of access to school sponsored acitivities, events, and programs; (p) actions of the local board which cause or maintain segregation; and (q) other information that the State Board of Education or Local Board of Education may think necessary for eliminating racial isolation.

7. *Decisions of School Authorities*
   All decisions by school authorities concerning the drawing or altering of school attendance lines, the selection of new school sites, and the recruitment, hiring, placement, and reduction of faculty and staff should take into account the objective of decreasing racial segregation.

   All proposals should include specific affirmative plans to ensure that the integration process provides an effective learning

environment for all students based upon mutual respect among all racial-ethnic groups. Such plans may relate, for example, to curriculum revision, inservice training of personnel, and compensatory programs to enable students to overcome the adverse educational effects of racial segregation.

8. *Ongoing Review of Plan*
   The Superintendent of Public Instruction shall maintain an ongoing review of integration efforts and activities in the local school districts through the Equal Educational Opportunity Unit.

9. *Evaluation of Plan*
   The Superintendent of Public Instruction shall review plans submitted under these provisions and shall determine whether they comply with the criteria set forth in this section. In making this determination, the Superintendent may require local school boards to furnish additional information.

10. *Responsibility of State Superintendent*
    Upon finding that a local board of education has failed to submit a plan and has not provided the rationale for such a decision, or that a submitted plan is unacceptable wholly or in part, or that a submitted plan is conditionally acceptable, the Superintendent of Public Instruction shall promptly advise the local school board of his findings in writing.

    The Superintendent of Public Instruction will submit an annual report on the status of the impact of these state guidelines to the State Board of Education. Upon receipt of this report the State Board will submit copies to the Governor, the Legislature, the Michigan Civil Rights Commission, and other interested agencies.

EXCEPTIONS*

Programs, classes and organizational patterns will be reviewed to determine if they are educationally justifiable and should not be considered discriminatory. Prior to Board approval the following processes and criteria will be used to review proposed programs, classes, and educational patterns.

— All exceptions proposed by the local district will be reviewed on a case-by-case basis for instructional content and for adherence to non-discriminatory policies.

— Local school districts will present data to the MDE supporting their rationale for an educationally justifiable exception.

— The programs or services referred to above must be justifiable on the basis of uniquely produced achievement: documented in the case of present programming and validated or probable in the case of proposed programming.

— The program, class, or organizational pattern must provide services or content for exceptional children in excess of traditional classes. All proposed or required special certification of staff must be in effect when the program becomes operational.

— Testing and/or admission for or to such classes must be on a non-discriminatory basis.

— Retention in the above must be on the basis of continuing need supported by recent testing or other proposed and accepted documentation.

— Granted exception will be provisional and only for the period of time necessary for the delivery of such special services.

*A school district requesting an exception to the guidelines must submit to the Department of Education for review and approval the rationale for such exception.

footnotes

FOOTNOTES

[1]U.S. Senate Select Committee on Equal Educational Opportunity, *Toward Equal Educational Opportunity* (Washington, D.C.: U.S. Government Printing Office, 1972), p. 3.

[2]The language of *Brown v Board of Education of Topeka*, 347 U.S. 483 (1954).

[3]National Institute of Education, *EEO Definitions, Assumptions and Questions* (Washington, D.C.: U.S. Government Printing Office, November, 1974).

[4]The language of the U.S. Senate Select Committee on Equal Educational Opportunity, in *Toward Equal Educational Opportunity.*

[5]*Ibid.*, pp. 1-60; James S. Coleman, *et al.*, *Equality of Educational Opportunity: Summary* (Washington, D.C.: U.S. Government Printing Office, 1966), p. 21; Meyer Weinberg, ed., *Integrated Education* (Beverly Hills: The Glencoe Press, 1968); Meyer Weinberg, *Desegregation Research: On Appraisal*, 2nd edition (Bloomington: Phi Delta Kappa, 1970); Daniel U. Levine, ed., *Models for Integrated Education: Alternative Programs of Integrated Education in Metropolitan Areas* (Belmont, CA: Wadsworth, 1971). For an important current review that finds the research inconclusive, see also Nancy H. St. John, *School Desegregation: Outcomes for Children* (New York: Wiley, 1975).

[6]Weinberg, *op. cit.*, p. 311.

[7]Weinberg, *op. cit.*, p. 311.

[8]See, for example, Dr. E. Ray Berry, quoted in *Hearing Before the Select Committee on Equal Educational Opportunity of the U.S. Senate*, 91st Congress, Part 9A (Washington, D.C.: U.S. Government Printing Office, 1970), pp. 4335.

[9]*Brown v. Board of Education of Topeka.*

[10]See, for example, *Brown v Board of Education*, 347 U.S. 483 (1954): *Cooper v Aaron*, 358, U.S. 1 (1958); *Hobson v Hanson*, 269 F 401 (1967); *Green v Board of Kent County* (Virginia), 391 U.S. 430 (1968); *Swan v Charlotte-Mecklenburg Board of Education* (North Carolina), 402 U.S. 1

(1971); and *David v Board of Education of Pontiac,* 309 F. Supp. 734 (1971) Cf., U.S. Senate Select Committee on Equal Educational Opportunity, *op. cit.,* pp. 1-8.

[11]Michigan Civil Rights Commission and the State Board of Education, "Equality of Educational Opportunity," 1966.

[12]State Board of Education, "Statement on School Integration," May 13, 1970.

[13]The Common Goals of Michigan Education (Lansing: Michigan Department of Education, September, 1971), p. 3.

[14]*Ibid.*

[15]See *Bradley v Milliken,* 94 U.S. 3112 (1974); *Davis v Board of Education of Pontiac,* 309 F Supp. 734 (1971); *Oliver v State Board of Education & Kalamazoo Board of Education,* 421 U.S. 963 (1975); *NAACP v Lansing Board of Education* (Case No. G305-72).

[16]Board concurrence on October 22, 1975.

[17]*School Racial-Ethnic Census* (Lansing: Michigan Department of Education, 1972-73, 1973-74).

[18]These are: Ann Arbor, Battle Creek, Bay City, Detroit, Flint, Grand Rapids, Hamtramck, Highland Park, Jackson, Kalamazoo, Lansing, Muskegon, Pontiac, and Saginaw.

[19]See Kenneth B. Clark, *Prejudice and Your Child* (Boston: Beacon Press, 1955).

[20]U.S. Senate Select Committee on Equal Educational Opportunity, *Toward Equal Educational Opportunity* (Washington, D.C.: U.S. Government Printing Office, 1972), pp. 1-44.

appendix I

Joint Policy Statement

of the

STATE BOARD OF EDUCATION and

MICHIGAN CIVIL RIGHTS COMMISSION

on

Equality of Educational Opportunity

In the field of public education Michigan's Constitution and laws guarantee every citizen the right to equal educational opportunities without discrimination because of race, religion, color, or national origin. Two departments of state government share responsibility for upholding this guarantee. The State Board of Education has a constitutional charge to provide leadership and general supervision over all public education, while the Michigan Civil Rights Commission is charged with securing and protecting the civil right to education.

In addition to the declaration of public policy at the State level, the United States Supreme Court, in the case of Brown vs. Board of Education, ruled: "that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

The State Board of education and the Michigan Civil Rights Commission hold that the segregation of students in educational programs seriously interferes with the achievement of the equal opportunity guarantee of this State and that segregated schools fail to provide maximum opportunity for the full development of human resources in a democratic society.

The State Board of Education and the Civil Rights Commission jointly pledge themselves to the full use of their powers in working for the complete elimination of existing racial segregation and discrimination in Michigan's public schools. It shall be the declared policy of the State Board of Education that in programs administered, supervised, or controlled by the Department of Education, every effort shall be made to prevent and to eliminate segregation of children and staff on account of race or color.

While recognizing that racial imbalance in Michigan schools is closely related to residential segregation patterns, the State Board of Education and the Civil Rights Commission propose that creative efforts by individual school districts are essential and can do much to reduce or eliminate segregation. Local school boards must consider the factor of racial balance along with other educational considerations in making decisions about selection of new school sites, expansion of present facilities, reorganization of school attendance districts, and the transfer of pupils from overcrowded facilities. Each of these situations presents an opportunity for integration.

The State Board of Education and the Civil Rights Commission emphasize also the importance of democratic personnel practices in achieving integration. This requires making affirmative efforts to attract members of minority groups. Staff integration is a necessary objective to be considered by administrators in recruiting, assigning, and promoting personnel. Fair employment practices are not only required by law; they are educationally sound.

The State Board of Education and the Civil Rights Commission further urge local school districts to select instructional materials which encourage respect for diversity of social experience through text and illustrations and reflect the contributions of minority group members to our history and culture. A number of criteria are enumerated in "Guidelines for the Selection of Human Relations Content in Textbooks," published by the Michigan Department of Education.

The State Board of Education and the Civil Rights Commission believe that data must be collected periodically to show the racial composition of student bodies and personnel in all public schools, as a base line against which future progress can be measured. Both agencies will begin next month to assemble information on the present situation.

To implement these policies the State Board of Education has assigned staff of the Department of Education to work cooperatively with the Civil Rights Commission and local school authorities for the purpose of achieving integration at all levels of school activity. The Michigan Civil Rights Commission also stands ready to assist local school boards in defining problem areas and moving affirmatively to achieve quality integrated education.

Adopted and signed this twenty-third Day of April, 1966

appendix 2

State of Michigan
State Board of Education

STATEMENT ON
SCHOOL INTEGRATION

The State Board of Education on April 23, 1966, adopted a joint policy statement with the Michigan Civil Rights Commission which directed local school boards to consider the factor of racial balance, along with other educational considerations, in making decisions about selection of new school sites, expansion of present facilities, reorganization of school attendance districts, and the transfer of pupils from overcrowded facilities. Each of these situations, according to the policy statement, "presents an opportunity for integration."

The recent decisions of the school districts to address themselves to the issue of racial isolation in schools is encouraging. In an effort to provide equality of educational opportunity, the Detroit Board of Education has taken an initial step to address itself to the many faceted problem of racial segregation and the barriers which it creates. The Detroit plan, with its strengths and weaknesses, is an effort to solve the problem.

The path to equality of educational opportunity is neither smooth nor precisely marked, and merely assigning students to different schools in an effort to bring about racial balance in those schools will be a meaningless gesture unless immediate steps are taken to provide additional services and improved programs to assure a balanced and quality educational attainment as well as a balanced racial composition. Unless this factor is given top priority, school districts addressing themselves to racial integration simply by providing racial balance can probably expect increased rather than decreased tensions. Consequently, the Detroit Board of Education decision will not automatically make the Detroit school system better. However, with the support of students, teachers, and parents, and with the recognition that the decision hopefully represents a step toward quality education for all students, such decisions can be considered fundamental.

Actions taken by Michigan school districts to reduce the harmful educational effects of racial isolation are consistent with the equal educational opportunity position of the State Board of Education. Once such actions are taken by duly constituted authorities, public support is vital to their success. The State Board of Education urges public support of conscientious and constructive efforts to achieve racial integration in the schools.

Adopted May 13, 1970

For additional information, contact Michigan Department of Education, Office of Equal Educational Opportunity, Box 30008, Lansing, MI. 48909 — Phone (517) 373-3497

MICHIGAN STATE BOARD OF EDUCATION

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education hereby agrees that it will comply with Federal laws prohibiting discrimination and with all requirements imposed by or pursuant to regulations of the U.S. Department of Health, Education and Welfare. Therefore, it shall be the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, or marital status shall be discriminated against, excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any federally funded program or activity for which the Michigan State Board of Education is responsible or for which it receives federal financial assistance from the Department of Health, Education and Welfare. This policy of non-discrimination shall also apply to otherwise qualified handicapped individuals.